



Disciplinary Literacy



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Objectives

- Review the structure of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.
- Define and develop a working knowledge of disciplinary literacy and its effect on content instruction.
- Apply examples of instructional shifts to classroom practice.

COMMON CORE

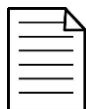
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



<http://www.corestandards.org/ELA-Literacy/>



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CCR Anchor Standards

A set of College and Career Readiness standards anchor the document and define general, cross-disciplinary expectations necessary for postsecondary success.

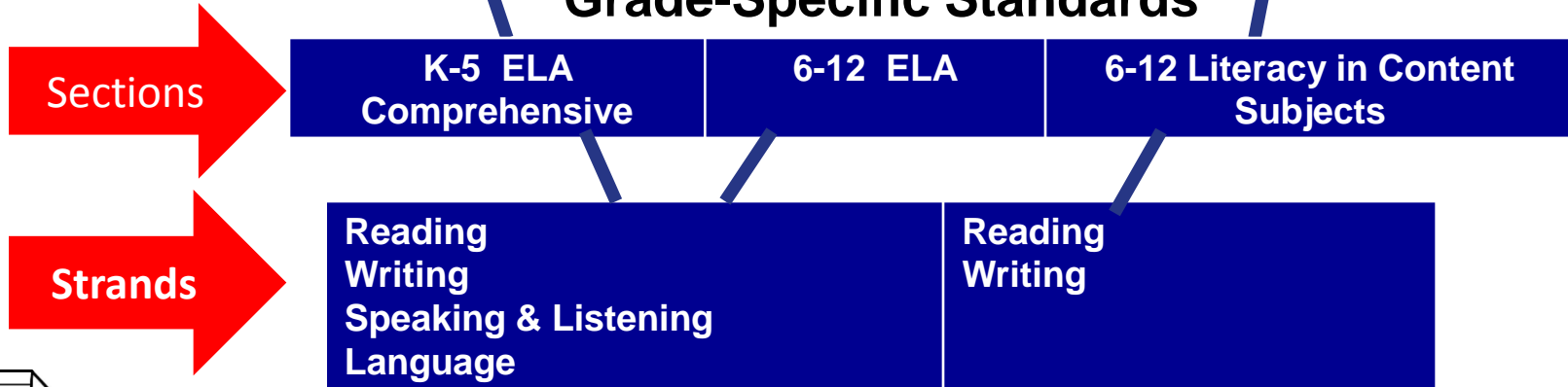


Organization of the Literacy Standards

College and Career Readiness Anchor Standards

translated into age-appropriate benchmarks in the grade-specific standards below

Grade-Specific Standards



Sample Nomenclature

RH.6.7

- Strand: Reading History
- Grade: 6
- Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Conceptual Organizers: Reading

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity



Conceptual Organizers: Writing

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing



Grade-Level Standards

Using the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST), work with a partner to:

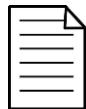
- ✧ Choose a grade band (6-8, 9-10, 11-12).
- ✧ Select a conceptual organizer.
- ✧ Create a list of verbs found in the standards.
- ✧ Discuss the skills a student must have to meet the expectations in the standards.
- ✧ Share.



Arkansas' Big Shifts

- Appropriate Text Complexity
- Increased Reading of Informational Texts
- ✓ **Disciplinary Literacy**
- Close Reading
- Text-Dependent Questions
- General Academic and Domain-Specific Vocabulary
- Argumentative Writing
- Short and Sustained Research Projects

<http://ideas.aetn.org/commoncore/strategic-plan>



“The idea of what it takes to be considered literate today is not the same as it was even ten years ago.

The view of literacy is continually changing because the skills students must develop to thrive in society are constantly expanding and becoming more complex.”

Jennifer Altieri, 2011



Capacities of a Literate Individual

**Demonstrate
Independence**

**Build strong
content knowledge**

**Respond to
varying
demands**

**Understand other
perspectives and
cultures**

**Comprehend
and critique**

Value evidence

**Use technology
and digital
media**



What is Disciplinary Literacy?

Disciplinary literacy is the application of discipline-specific practices as a way to access, comprehend, synthesize, and communicate knowledge.



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What Does Disciplinary Literacy Involve?

- Specialized ways of knowing and communicating in the different disciplines (Shanahan)
- Giving access to the tools of knowledge, production, and critique; and giving students access to how a discipline is written so that they can ask better questions (Moje)



Why is Disciplinary Literacy Important?

Each discipline has specialized

- habits of mind or ways of thinking.
- language and vocabulary.
- text types to comprehend.
- ways of communicating in writing.
- career requirements.

What Does Disciplinary Literacy Require?

- All teachers must be experts in their disciplines.
- All teachers must share responsibility for literacy.



“Asking a teacher to become a reading teacher is distinctly different from asking a teacher to help students master texts within the teacher’s own field. In fact, subject-area teachers are best qualified to help their students master texts in each course. Subject-area teachers should not be expected to teach basic reading skills, but they can help students develop critical strategies and skills for reading texts in each subject.”

Southern Regional Education Board, 2009 Policy Statement, page 5

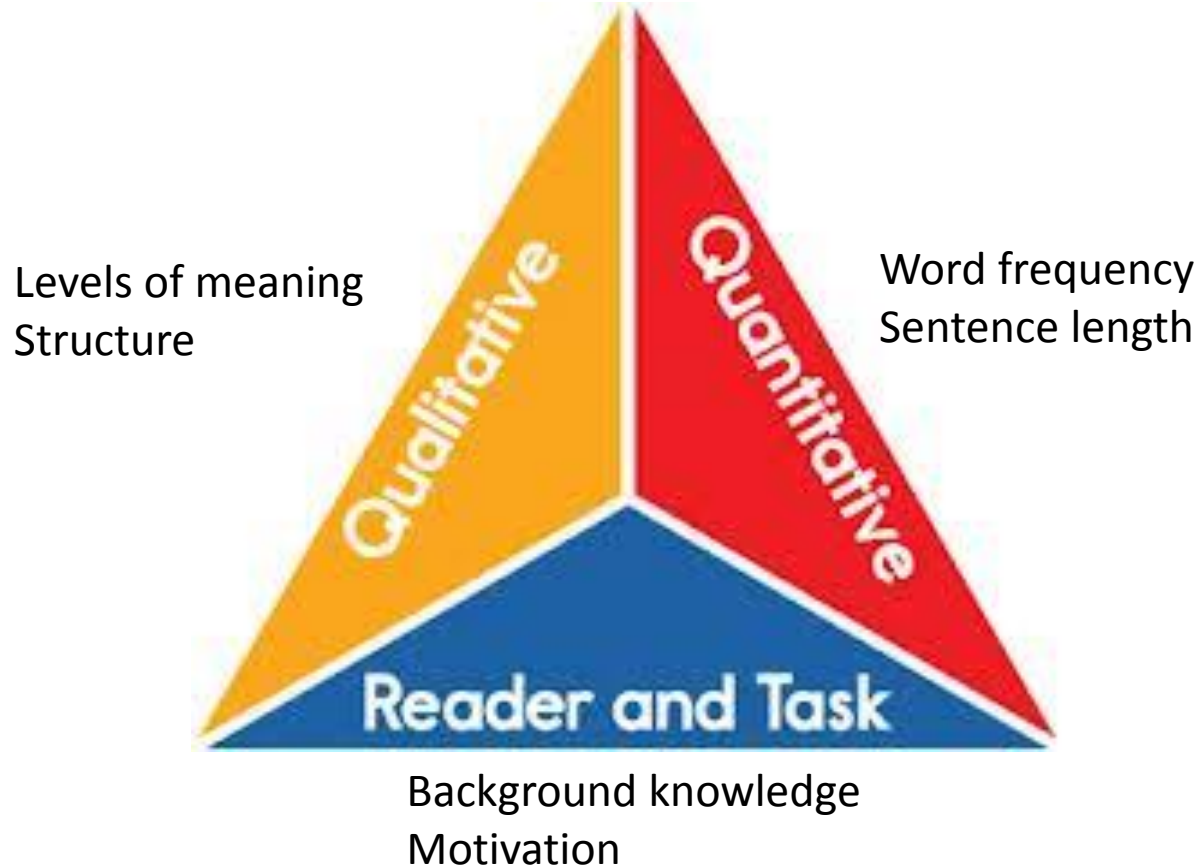
What Does Disciplinary Reading Involve?

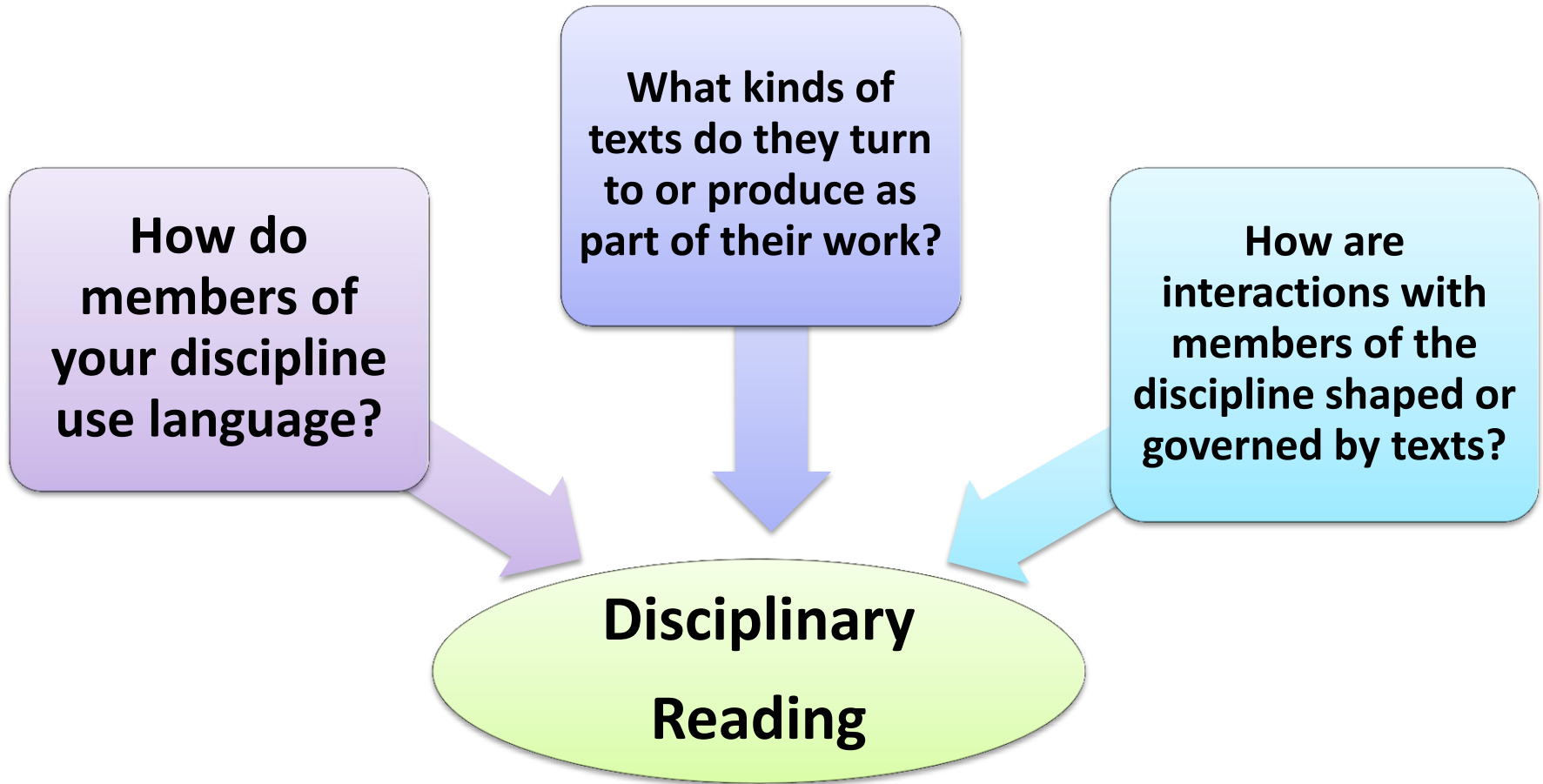


- strategic examination of information presented in various ways
- awareness of discipline-specific nuances
- reading both text and context



Measuring Text Complexity

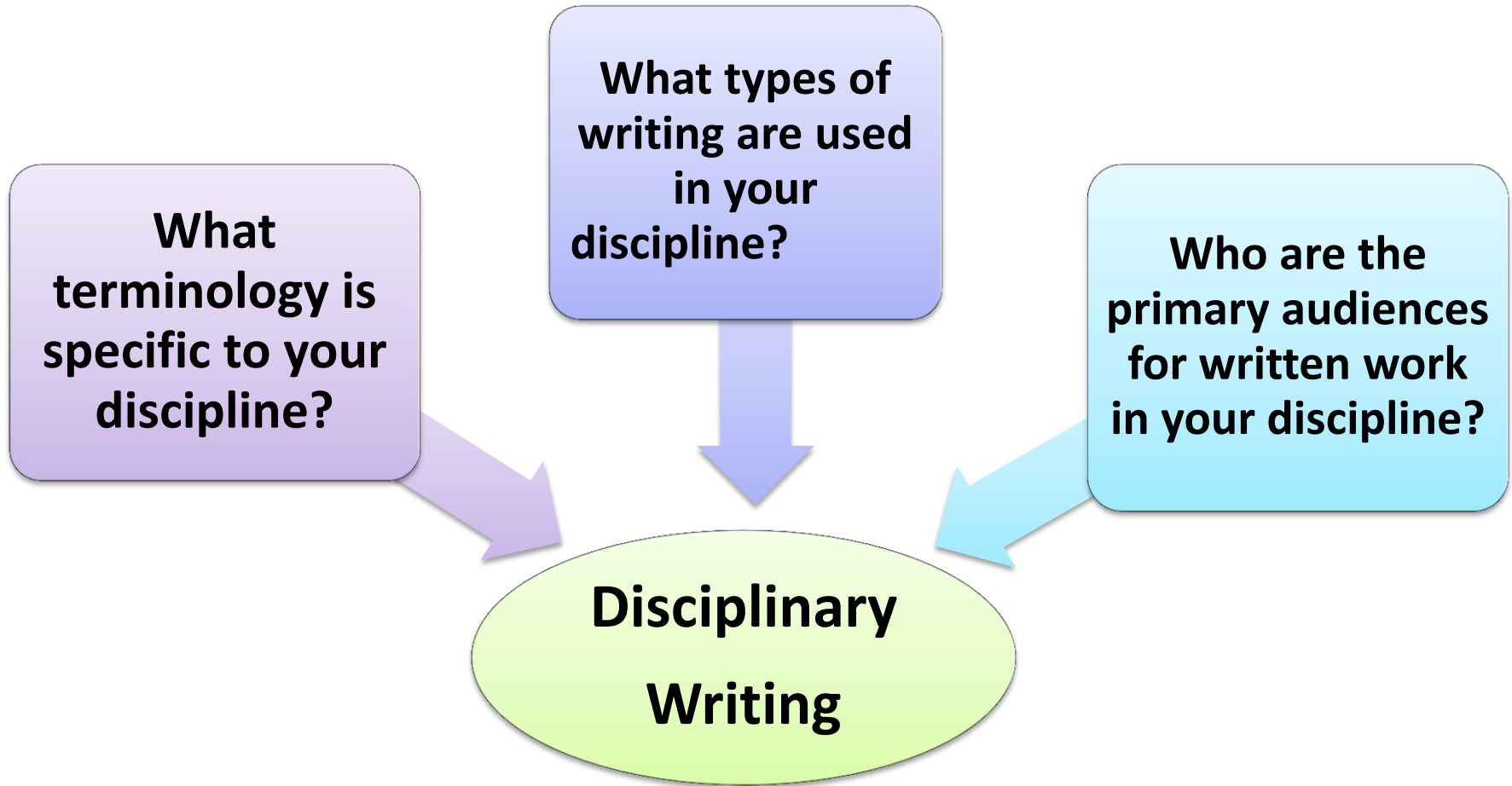




What does Disciplinary Writing involve?

- choosing words, information, formats, and structures deliberately
- using technology strategically to create, refine, and collaborate on writing
- gathering information, evaluating sources, and citing material accurately





Literacy Design Collaborative



- An instructional system for developing students' literacy skills
- Recommended by ADE as a tool for implementing CCSS in Arkansas
- Information available at local educational cooperatives
- www.litearcydesigncollaborative.org

Questions for Discussion

- What does it mean to read, write, and think through a disciplinary lens?
- How do students navigate texts in a variety of distinct disciplines?



Research and Resources

- Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>
- Jennifer L. Altieri, 2011
- Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy Shanahan, Timothy; Shanahan, Cynthia, Harvard Educational Review, v78 n1 p40-59
2008<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- “Disciplinary Literacy” and Reading Across the Content Areas. Elizabeth Moje
<http://www.nwp.org/cs/public/print/resource/3041>
- *Classroom Strategies for Interactive Learning*, Buehl, Doug
- CCSS Appendix A http://www.corestandards.org/assets/Appendix_A.pdf
- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
- <http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>

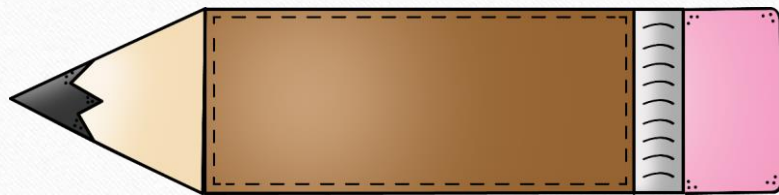
Disciplinary Literacy

in the Social Studies Classroom



Agenda – Disciplinary Literacy, Part 2

- Why disciplinary literacy in social studies?
- Text features and structures
- Text complexity
- Lenses of social studies
- Writing
- TESS



Why Disciplinary Literacy in Social Studies?

Disciplinary literacy encourages critical attributes of quality social studies instruction such as..

- Meaningful, authentic learning
- Integrative learning
- Active engagement



Disciplinary Literacy

- Predominates from middle school through high school (the top of a three-tiered approach to literacy instruction that begins with basic literacy and intermediate literacy – Buehl, 2011)
- Requires increased reading of informational texts



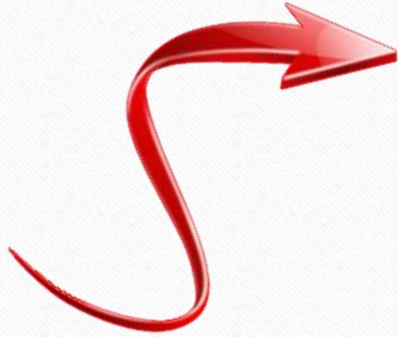
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Comprehension of social studies texts requires an understanding of:

- Text features and text structures
- Conceptual vocabulary – multiple meanings
- Prior knowledge
- Perspective
- Visual information – multiple formats

Social Studies

Text Features



Text Features:

Parts/components of a book that are created to help a reader locate and learn information

Examples:

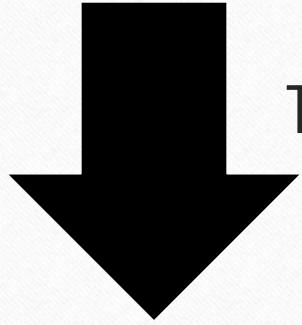
Headings, graphics, maps, captions, main idea boxes, table of contents, illustrations, colors and symbols, timelines, bolded words



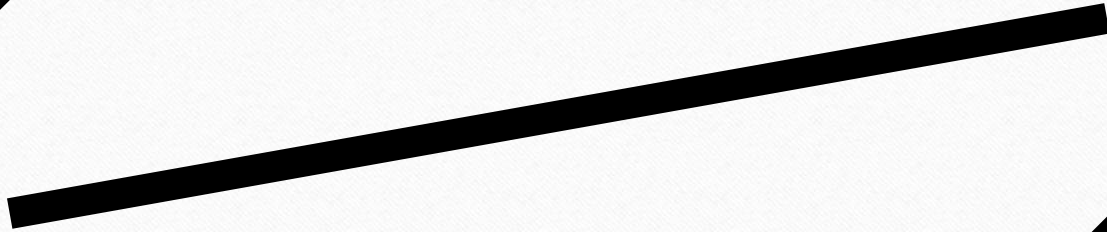
Aspects of History/Social Studies Text Structures

Text structures are various patterns
of how the text is written.

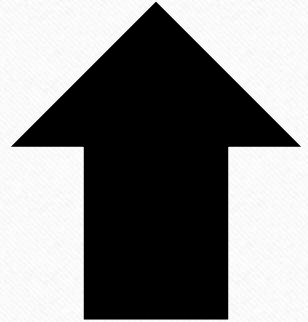
Text Complexity – Why?



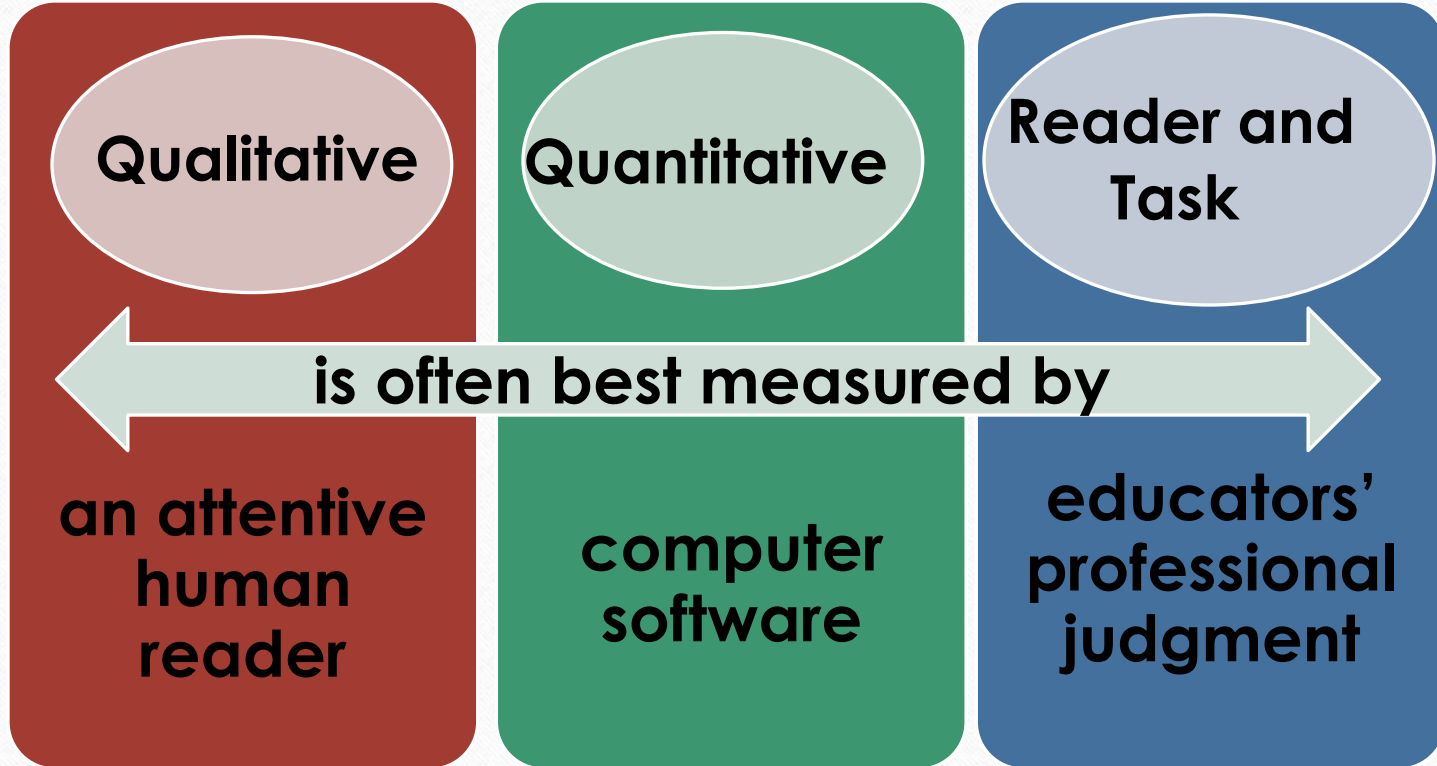
The complexity of K-12 texts decreased



The complexity of reading demands in college/careers increased



Text Complexity



Economics



**Civics and
Government**



Lenses of Social Studies



Geography



History

Disciplinary Lenses

If I told you to that we were reading a chapter from the book, *A Nation of Immigrants*, what do you expect it to be about?



Elizabeth Birr Moje, NWP
Conference

March 6, 2010

Experts in the Content Area vs. Students in the Social Studies Classroom

Historians/Geographers/Economists/Political Scientists

read texts as **arguments**,

Whereas,

Students read texts as **truth** statements.

Student Lens to Historian Lens:



- Fact collecting
- Textbook
- Notice who, what, where, chronology
- Truth statements
- Notice why and how
- Variety of texts read critically
- Notice cause/effect relationships and hypotheses
- Critically examine



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Historical Thinking Skills

(to use when examining texts)

- Sourcing
- Close-reading
- Corroborating
- Identifying the subtext
- Contextualizing



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the National
Archives and
Records
Administration,
Public Domain

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 1955

Complainant J.F. Flaks (vn)

Address 11 So. Lewis St. Phone No. _____

Offense Misc. Reported By Same as above

Address _____ Phone No. _____

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Baptist Theatre (On Montgomery Street)

Person or Property Attacked _____

How Attacked _____

Person Wanted _____

Value of Property Stolen _____ Value Recovered _____

(Details of Complaint (See, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (of) 614 Cleveland Court.

Rosa Parks (of) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #11254

THIS OFFENSE IS DECLARED:
UNPROVEN ☐ ☒
CLEARED BY ARMY ☐ ☒
EXCEPTIONALLY CLEARED ☐ ☒
INACTIVE NOT CLEARED ☐ ☒

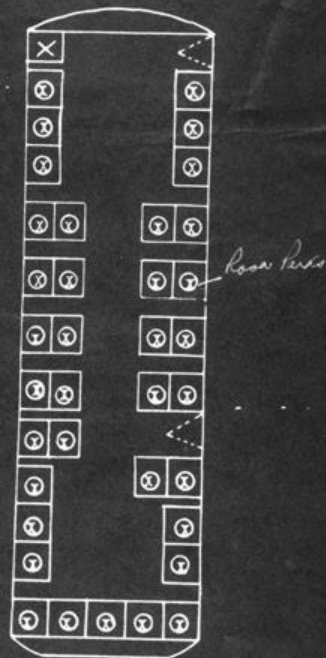
Offense + B Day
D.W. Mixon

Division Patrol Time 1:00 pm
12-1-55

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public domain



EXHIBIT "A"
Attached to
Exhibit C
2/20/1956
W.N.Z.



Document from
the National
Archives and
Records
Administration,
Public Domain

This is for Monday, December 5, 1955

Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus for a white person to sit down.

It is the second time since the Claudette Colbert case that a Negro woman has been arrested for the same thing. This has to be stopped.

Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday.

You can afford to stay out of school for one day if you have no other way to go except by bus.

You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off of all buses ~~everywhere~~.

HISTORY

A historian studies the past, change over time, and is concerned with the continuous, systematic narrative and research of previous events.

Questions Historians Ask

- Whose knowledge is this?
- How are we connected to events and people of the past?
- What has changed? What has remained the same?
- What are facts? What are opinions?
- What perspectives are missing?
- What voices are silenced?

Geography

Geographers concentrate on the "where".

This is the "spatial perspective" that is peculiar to the study of geography.

They also concentrate on the interaction of physical and human systems with the Earth.

Questions Geographers Ask

- Why does location matter? How does it matter?
 - Where?
 - Why there?
 - Why do we care?
- How does the environment affect people's lives, and what changes do people make to their environment?
- How does geography affect history, economics, government, and the culture of people?

Geographers in Action

Exploring Emigration: Maps & Migration

<https://www.teachingchannel.org/videos/teaching-human-migration>

Grade 7 lesson using

- maps
- geography skills
- questioning

RH.6-8.7

Political Science

Political scientists study the origin, development, and operation of political systems. They research political ideas and analyze the structure and operation of governments, policies, political trends, and related issues.

Questions Political Scientists Ask

- How do people govern themselves?
- What does authority mean? Who has authority and why? How is this different from responsibility?
- What interests are being served by those in power?
- Even when you work to give everyone an equal voice, what can happen?
- Should people attempt to influence government and, if so, how can they do so in a democracy?

Economics

An economist is concerned with how limited resources, goods, and services are produced and distributed.

Questions Economists Ask

- What economic choices will lead to a society with increased prosperity?
- Why do we have to make choices?
- What are the costs involved?
- What incentives do people face?
- How have past economic choices affected this?

Disciplinary Literacy in Action

Historical Scene Investigation (H.S.I.)

Finding Aaron

In partnership with the College of William & Mary School of Education, University of Kentucky School of Education, and the Library of Congress Teaching with Primary Sources Program

C3 and THE INQUIRY ARC

Dimension 1

- Developing Questions and Planning Inquiries

Dimension 2

- Applying Disciplinary Tools and Concepts

<http://www.socialstudies.org/c3>

Dimension 3

- Evaluating Sources and Using Evidence

Dimension 4

- Communicating Conclusions and Taking Informed Action

Writing Arguments in the Social Studies Classroom

Argument

Argument is not: a “fight”, spin, propaganda, shouting, contradicting, denying or demeaning someone else’s opinion.

Students will equate the news and talk TV with argument, but we must make clear that what they see in the media is separate from academic argument.

Media Fallacies

(<http://www.youtube.com/watch?v=fXLTQi7vVsl>)

Why Argument in the Social Studies Classroom?

Students will be able to:

- Analyze bias and point of view
- Evaluate perspectives in a variety of texts
- Develop valid claims and make judgments about information they encounter
- Support their claims with evidence
- Develop counterclaims and support them with evidence

How do we help students write better arguments?

- Teach students to find and develop **claims** (thesis, opinion, or argument)
- Model how to find and use **evidence** from texts **to support the claim**
- Practice debates and document-based questions (DBQs)

How do help students write better arguments?

- Instruct students to **choose a side** and connect the dots: What are the underlying assumptions? What is the bias or point of view? What are the patterns found in the evidence?
- Use essential or compelling questions to focus inquiry

Appropriate Scaffolds to Support Student Learning in Argumentative Writing:

- S.T.O.P. **S**uspend judgment, **T**ake a side, **O**rganize (select and number) ideas, and **P**lan more as you write
- D.A.R.E. **D**evelop a topic sentence, **A**dd supporting ideas, **R**eject an argument for the other side, and **E**nd with a conclusion

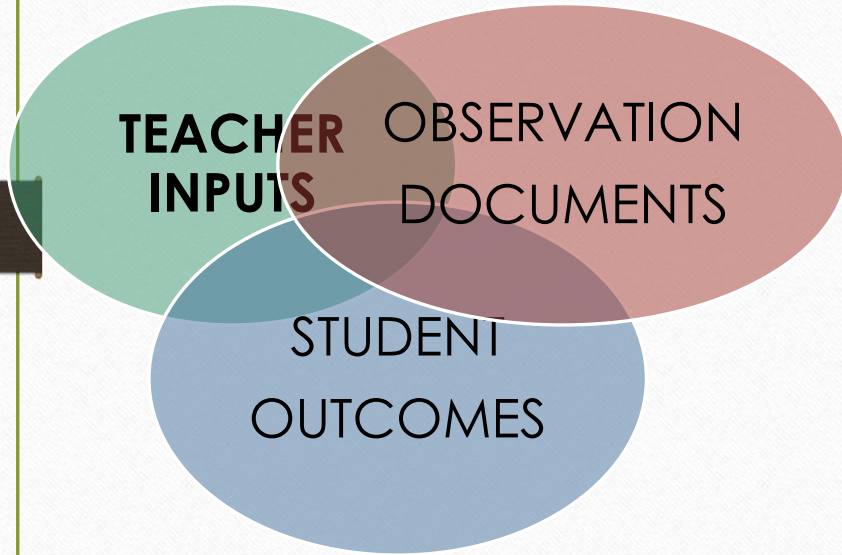
Communication Triangle

- Students are given a role, an audience, and a task
- Can be used for argument writing, as well as other forms of writing
- Establishes clear purpose and expectations

Teacher Excellence and Support System(TESS)

Evidence and Artifacts

Evidence and Artifacts



- Artifacts are evidence in the Teacher Excellence and Support System.
- Artifacts are part of our current practice.
- Artifacts may provide information for every domain of the Framework for Teaching.

ARTIFACTS

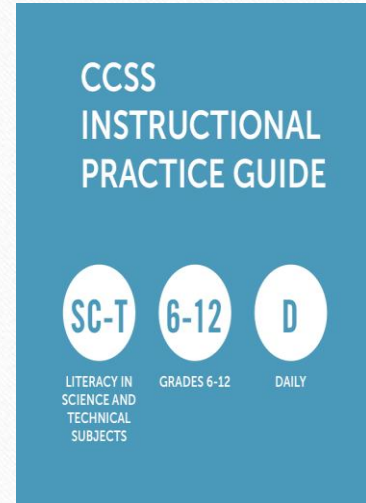
- are produced by the work of teaching.
- are documents, records, objects and other items made for improving instruction.
- may provide evidence for Domains 2 and 3, but are the best and sometimes only evidence for Domains 1 and 4.

CCSS Instructional Practice Guide

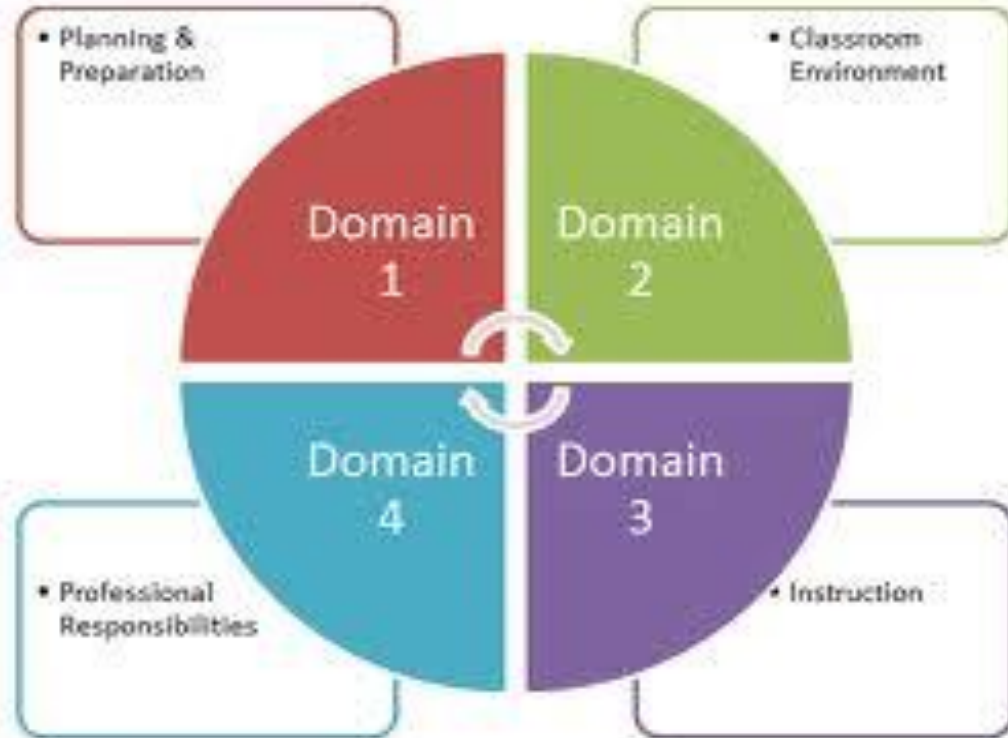
CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts)

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.



Danielson's Framework for Teaching



Resources

- [The Buck Institute](http://www.bie.org/) (<http://www.bie.org/>)

- [Sample Inquiry Projects](http://www.bie.org/videos/cat/example_project)

(http://www.bie.org/videos/cat/example_project)

- [NAF Project Based Learning Guide](http://naf.org/files/PBL_Guide.pdf)

(http://naf.org/files/PBL_Guide.pdf)

- [The C3 Framework](http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf)

(<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>)

Resources

- **History Lab!** (<http://www.umbc.edu/che/historylabs/>)

- **Inquiry Based Teaching**

(<https://www.teachingchannel.org/videos/questions-for-inquiry-based-teaching>)

- **Stanford History Education Group – Reading Like a Historian**

(<http://sheg.stanford.edu/rh>)

- **Shanahan on Literacy**

(<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>)

Resources

- [Achieve the Core - Literacy Instructional Guides](http://www.achievethecore.org/)

(<http://www.achievethecore.org/>)

- [Arkansas IDEAS](http://ideas.aetn.org/commoncore/english-language-arts) - Search “disciplinary literacy modules”

(<http://ideas.aetn.org/commoncore/english-language-arts>)

- [Arkansas Department of Education](http://www.arkansased.org/)

(<http://www.arkansased.org/>)

- [Common Core State Standards](http://www.corestandards.org/)

(<http://www.corestandards.org/>)

Resources

- Common Core Webinars

(<http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>)

- PARCC Model Content

(<http://www.parcconline.org/parcc-model-content-frameworks>)

- Writing in the Disciplines: History

(<http://writing2.richmond.edu/writing/wweb/history/principles.html>)

Contact Information

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